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ABSTRACT

This booklet presents revised minimum standards for Oregon public schools, as formally adopted by the Oregon State Board of Education in June 1976. Separate sections of the standards focus in turn on educational goals, accreditation, instructional planning, instructional programs, student services, staff and class load, media and materials, facilities, safety, and auxiliary services. In addition to presenting the complete text of the revised standards, the booklet also includes the required schedule for implementation of the new standards, and excerpts from various Oregon statutes and administrative rules related to minimum school standards. (JG)

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ELEMENTARY-SECONDARY GUIDE

for

OREGON SCHOOLS

Part I

MINIMUM STANDARDS
for
PUBLIC SCHOOLS

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EA 008 803

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FOREWORD

The State Board of Education in December 1974 adopted revised minimum standards for Oregon public schools. The 1974 adoption was a product of more than three years study and development. Twenty-nine public hearings and workshops were held throughout the state to obtain responses and suggestions from school administrators, teachers, board members, and other people interested in education. In addition, the revised standards were distributed widely for review by hundreds of interested individuals and groups. The State Board of Education considered various drafts of proposed minimum standards at eight official readings prior to adoption.

Following adoption, the revised standards were combined with instructional and support program guidelines and issued in a temporary document entitled *ELEMENTARY-SECONDARY GUIDE FOR OREGON SCHOOLS: Prepublication Draft, May 1975.*

The revised standards together with other materials in that publication were used as a field-test instrument for standardization and advice to seven school districts during the 1975-76 school year. The seven school districts which volunteered to pilot the standards and guidelines were Scio, Medford, Baker, South Lane, Detroit, Neah-Kah-Nie, and Gervais Union High School. As a result of those field tests and of a number of other activities–verbal and written responses to changes the Department of Education proposed; meetings throughout the state at which proposed changes were discussed; recommendations from an external review committee of educators; recommendations from the Oregon Education Association and other professional groups–the State Board of Education on 23 June 1976 adopted the standards which appear in this publication.

Verne A. Duncan
State Superintendent of
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CONTENTS

Foreword iii

Introduction 1

Implementation Schedule 3

Minimum Standards 5

Selected Oregon Revised Statutes and Administrative Rules Related to Minimum Standards

Indirectly 13

Directly 17

INTRODUCTION

This Part I of a two-part publication presents newly revised standards for public schools which the State Board of Education prescribes pursuant to requirements of ORS 326.051. The standards presented are legal requirements intended to insure that all Oregon students have access to a sound, comprehensive curriculum and to qualify school districts for state basic school support.

These revised standards continue to recognize the necessity of adequate resources, but they shift primary emphasis to expected learning outcomes of schooling and the processes by which those learning goals are identified and by which management, instructional and support services assure student achievement of the expected outcomes. In this goal-based planning system, curriculum experiences and resources needed are determined in relation to output expectations rather than by input formulas.

A companion Part II to this publication intends to help school districts interpret some of the new requirements, to describe instructional programs more fully than the standards do, to recommend more specific curriculum and program resources for districts to consider in developing and implementing local programs, and to provide guidelines for evaluating local instructional and support programs. *Part II will be advisory.* Local school districts should look upon it as *an assistance manual.*

IMPLEMENTATION SCHEDULE

Minimum Standards for Public Schools (Chapter 581, Division 22 Oregon Administrative Rules) are effective for the 1976-77 school year, and local school district accreditation will be based on those rules beginning with the 1976-77 school year, *WITH THE FOLLOWING EXCEPTIONS:*

ADMINISTRATIVE RULE	SCHOOL YEAR EFFECTIVE			
	1977-78	1978-79	1979-80	1980-81
Instructional Planning 581-22-208				
2. Assessment			X	
3. Needs Identification				X
4. Program Improvements				X
Educational Program 581-22-218			X	
Elementary Instruction Applicable to Required Competencies 581-22-222	X			
Local District Responsibility for Implementation 581-22-236				
2. Certify attainment of competencies necessary to read, write, speak, listen, analyze and compute	X			
3. Certify attainment of all competencies				X

ALL 581-22 RULES (200-300)–EXCEPT AS ABOVE–*EFFECTIVE 1976-77*

NOTE: In (A), (C), (D) and (H) of 581-22-226 (Graduation Requirements), *local districts determine how students will earn the units of credit.* In (H), for example, a student could earn the unit by a full year of study in any one of the three, by a term in two of the three, or by any combination of the three.

MINIMUM STANDARDS
(Adopted 23 June 1976)

Definitions

Definitions

581-22-200 The following definitions apply to Oregon Administrative Rules 581-22-200 through 581-22-300, unless otherwise indicated by context:

(1) "Analyzing": mental processes by which individuals identify interrelationships within an entity and develop ability to make new applications;

(2) "Assessment": activities designed to secure and organize information describing student performance in specified subject matter at a given time;

(3) "Board": the State Board of Education;

(4) "Career Education": learning experiences enabling students to make career choices and develop attitudes, knowledge and skills needed for the producer (occupational) life role and for related aspects of other life roles. It includes awareness and exploration of work, preparation for occupations and specialization in a specific occupation;

(5) "Citizenship/Government Education": study of structures and functions of government and the human relations skills and understandings necessary for individuals to work productively with each other;

(6) "Competency(ies)": a statement(s) of desired student performance representing demonstrable ability to apply knowledge, understanding, and/or skills assumed to contribute to success in life role functions. (Each statement usually covers related tasks, contains a performance (action) verb and describes an outcome from which verifiable standards of achievement may be determined. The statement may relate to several goals);

(7) "Computing": manipulation of math symbols through fundamental processes of addition, subtraction, multiplication, and division;

(8) "Conditionally Standard School": a school having failed to meet provisions of the minimum standards but for which the local board has adopted and submitted a plan, subsequently approved by the Superintendent, for correcting deficiencies;

(9) "Consumer Education/Economics/Personal Finance": instructional activities to help students cope with consumer concerns in our economic system, including money management, credit, purchasing goods and services, and rights and responsibilities in the marketplace;

(10) "Course Goals": statements of desired learner outcomes for each course or unit of study in grades 9 through 12;

(11) "Credit by Examination": ascertaining student achievement for waiving course requirements and, if appropriate, granting credit;

(12) "Department": the Department of Education;

(13) "Diploma": the document a local unified or union high school district issues attesting to the holder's having:

(a) Demonstrated minimum competencies the local board has adopted for graduation,

(b) Completed requirements for earning the Board's 21 units of credit (OAR 581-22-226) and any additional units of credit the local board specifies,

(c) Completed 12 school years of educational experience, or the equivalent, as authorized by local board policies adopted in conformance with these rules;

(14) "District Goals": statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining Board Goals for Elementary and Secondary Education (OAR 581-22-201);

(15) "Elementary School": an organizational unit of any combination of grades kindergarten through 8;

(16) "Goals": statements of desired learner outcomes at various instructional levels (district, program, course);

(17) "High School": an organizational unit composed of any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized in a separate unit; grades 9 through 12 housed with grades kindergarten through 12; grades 7 or 8 through 12 if Department approved;

(18) "Junior High School": an organizational secondary school unit composed of any combination of grades 7, 8, and 9 organized separately from other grades in the system and Departn ent approved;

(19) "Language Arts/English": communication disciplines contributing to skills in reading, writing, speaking and listening;

(20) "Middle School": an organizational elementary school unit composed of any combination of grades 5, 6, 7 and 8 organized separately from other elementary grades in the system and identi-

fied as a middle school with the Department;

(21) "Minimum Standards": rules for public elementary and secondary schools found in Division 22 of the Board's admistrative rules;

(22) "Nonstandard School": a school having failed to meet provisions of the minimum standards and within ninety days of the Superintendent's notification of deficiencies not having submitted a plan of correction or adhered to the plan of correction the Superintendent received and approved. A nonstandard school is deficient for purposes of ORS 327.103;

(23) "Performance Indicator": an established measure to judge student competency achievement;

(24) "Planned Course Statement": a course title, a course overview, course goals and, where appropriate, minimum competencies;

(25) "Procedure": a specified routine method to be followed in complying with requirements of administrative rules and in implementing board-adopted policies;

(26) "Process": specified actions which insure validity of the results of a procedure;

(27) "Program": a planned series of interdependent activities or services contributing to the attainment of a common goal or set of goals;

(28) "Program Goals" (Instructional): statements of desired learner outcomes for each district instructional program in any combination of grades kindergarten through 12;

(29) "Program Goals" (Support): outcomes of a program in a school system to support the entire system or one or more of its components, usually stated in terms of service to be performed;

(30) "Program Improvement": using assessment and needs identification information in making program revisions that reduce needs identified;

(31) "Program Needs Identification": development and application of procedures for specifying and prioritizing differences between actual learner outcomes and desired outcomes of program instruction sufficient to warrant considering program revision;

(32) "Reading": purposeful thinking processes by which an individual interprets written symbols as meaningful words and ideas;

(33) "Required Courses of Study": instructional programs under OAR 581-22-218 through OAR 581-22-236 prescribed by ORS 326.051(d). Guides the Department develops and issues shall provide further definition of assistance for local program implementation;

(34) "Social Studies/History": systematic study of societies and their activities.

(35) "Standard School": a school having met provisions of the minimum standards.

(36) "Superintendent": the State Superintendent of Public Instruction;

(37) "Unit of Credit": successful completion of a minimum 130 clock hours of classroom or equivalent work identified as part of a planned course. Equivalent work may include independent study, work experience, and research time;

(38) "Writing": written representation of a language following a systematic order designed to clarify and express thought.

Goals

Goals for Elementary & Secondary Education

581-22-201 (1) The Board, in response to the changing needs of Oregon learners, sets forth six goals for the public schools.

(2) Conceived and endorsed by Oregon citizens, the statewide goals are designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER. Each goal suggests the knowledge, skills, and attitudes needed to function in these life roles.

(3) The statewide goals shall be implemented through the district, program and course goals of each local school district. These local goals are set by schools and communities together to fulfill a mutual responsibility for the education of every student. Because most of the knowledge and skills needed to function effectively in the role of LEARNER are acquired in school, the school has primary responsibility for helping students achieve this goal.

(4) Each school and its community should establish priorities among the goals to meet local needs, and allocate their resources accordingly. This process should provide each student with the opportunity to achieve the requirements for graduation from high school, and as much additional schooling as school and community resources can provide.

(5) Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function as a (an):

(a) "Individual": to develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices;

(b) "Learner": to develop the basic skills of reading, writing, computing, spelling, speaking, listening, and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor;

(c) "Producer": to learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilites of employees and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills,

(d) "Citizen": to learn to act in a responsible manner; to learn of the rights and responsibilites of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations and races;

(e) "Consumer": to acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society;

(f) "Family Member": to learn of the rights and responsibilites of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.

Accreditation

Administration of the Standardization Program

581-22-202 (1) The Board develops and issues minimum standards for Oregon public schools under authority of ORS 326.051. All public schools must comply with these minimum standards and Board administrative rules. These standards are not applicable to community colleges defined in ORS 341, except for program requirements for granting adult high school diplomas.

(2) The Superintendent initiates standardization visits to public elementary and secondary schools on a regularly scheduled basis and at other times as necessary. A public school desiring an official standardization appraisal at other than scheduled times shall present a written request to the Superintendent. The school will be classified after an official standardization visit.

Assignment of Standardization Classification

581-22-204 (1) An official standardization classification is assigned to each school in a district after Department personnel supervise an on-site appraisal.

(2) Classifications shall be:

(a) Standard school;

(b) Nonstandard school;

(c) Conditionally standard school.

(3) A local district with one or more nonstandard schools shall be found deficient and classified nonstandard and must submit a plan of correction to the Superintendent pursuant to ORS 327.103(3). The plan of correction shall provide specific steps to correct each deficiency, a completion date for correcting each deficiency and the date the local board approved the plan. When the Superintendent approves the plan of correction, the classification of the local district will become conditionally standard.

(4) A conditionally standard classification indicates a temporary status. Failure of the local district to meet terms of the correction plan shall cause the classification of the district to revert to nonstandard, until such time as it adheres to the plan or it amends and the Superintendent approves the plan.

(5) When a local district classified as conditionally standard has completed its plan of correction and district officials certify the district is meeting all provisions of these minimum standards, the Superintendent may change the classification of the district to standard.

Waiver Provisions

581-22-206 (1) In administering the standardization program, the Department shall encourage school districts to develop instructional programs exceeding minimum standards as well as carefully planned pilot or experimental programs. When a special program or independent textbook adoption necessitates deviation from the standards, a school district shall submit a description of its proposal and secure approval prior to implementing the change. Approval, if granted, will be for a specified time and may be followed by a Department evaluation of the program.

(2) When local district officials believe it not feasible to comply with a specific standard in a school or schools, they may petition the Superintendent for a waiver.

(3) The petition for waiver shall:

(a) Identify the specific standard for which the waiver is requested;

(b) Specify why the district cannot reasonably comply with the standard;

(c) Specify how the district is compensating to provide for the education, health and/or safety of the children affected;

(d) Identify a maximum time for which the waiver is requested.

(4) The Superintendent shall recommend to the Board approval of such waivers and deviations when the local superintendent provides satisfactory written assurance that district needs and intent of minimum standards are being met. The Superintendent shall specify the time any approval shall be in

effect.

(5) Petitions for waivers and deviations modifying requirements specified in the "Oregon Revised Statutes" shall not be approved.

Instructional Planning

Instructional Planning

581-22-208 Each local district shall adopt and implement a system of instructional program planning and assessment to provide for:

(1) Sets of goals including:

(a) District goals, adopted by the local board, by 9-1-76,

(b) Program goals contributing to achievement of district goals by 9-1-76,

(c) Course goals contributing to achievement of program goals by 9-1-77;

(2) Assessment in reading, writing and/or computing within three instructional programs by 9-1-79 and six by 9-1-81 and reporting results to the local community. Such assessment shall:

(a) Occur after determining if reading, writing and/or computing skills must be developed or applied for students to achieve program goals, and

(b) Use valid measurement procedures;

(3) Needs identification related at least to reading, writing and computing for programs assessed and setting priorities for addressing such needs by 9-1-80. This process shall include local board review of needs identified and priorities set;

(4) Policies and procedures for making program improvements by 9-1-80 at least in reading, writing and computing in programs selected for assessment.

Instructional Program

Educational Program

581-22-218 To provide all students opportunity to achieve district-adopted learner outcomes, requirements for graduation and personal goals through participation in educational programs relevant to their needs, interests and abilities, each local district shall by 9-1-79 adopt procedures to:

(1) Identify individuals' learning strengths and weaknesses;

(2) Provide learning opportunities for students responsive to their needs;

(3) Determine progress students make in their educational program;

(4) Maintain student progress records and report the information to parents and students.

Elementary Instructional Programs

581-22-221 Students in local districts having any combination of grades kindergarten through eight shall by 9-1-76 receive instruction in language arts, mathematics, science, social studies, health education, physical education, music education and art education. Local boards may grant exemptions when required by students' religious or cultural beliefs, or for students with special physical, sensory, or other handicaps.

Elementary Instruction Applicable to Required Competencies

581-22-222 Local districts shall by 9-1-77 establish procedures to insure instruction in any combination of grades kindergarten through eight to provide students with opportunities to acquire knowledge and skills applicable to minimum competencies required for graduation adopted for receiving schools.

Graduation Requirements (Class of 1977)

581-22-224 Each local district enrolling students in grades 9 through 12 shall offer subjects to enable students to meet the following graduation requirements for the graduating class of 1977:

(1) Three units (30 semester hours) in language arts/English;

(2) Two units (20 semester hours) in social studies. The social studies series requires courses in United States history/government and modern problems, or equivalent Board-approved work;

(3) Two units (20 semester hours) in health education and physical education;

(4) One unit (10 semester hours) in science;

(5) One unit (10 semester hours) in mathematics;

(6) Ten units (100 semester hours) in elective subjects unless local board policy prescribes additional work in certain subjects.

Graduation Requirements

581-22-226 (1) Each local district enrolling students in grades 9 through 12 shall implement Board-adopted high school graduation requirements beginning with the graduating class of 1978.

(2) Credit Requirements for high school program completion:

(a) Each student shall earn a minimum 21 units of credit in grades 9 through 12;

(b) Units of credit shall be earned in the following areas of study:

(A) Language Arts/English–3

(B) Mathematics–1

(C) Social Studies/History–1

(D) Citizenship/Government–1

(E) Science–1

(F) Health Education–1

(G) Physical Education–1

(H) Consumer Education/Economics/Personal

Finance–1

(I) Career Education–1

(J) Electives–10

(c) Local boards may alter the number of units of elective credits;

(d) Local boards may establish additional credit requirements beyond the minimum number.

(3) Planned course statements shall be written for courses in grades 9 through 11 by 9-1-76 and in grade 12 by 9-1-77 and shall be available to students, staff, parents, local board, and interested citizens.

Diplomas and Certificates of Competency

581-22-228 (1) The local board shall award a diploma upon fulfillment of all state and local district credit, competency and attendance requirements.

(2) The local board may grant a certificate identifying acquired minimum competencies to students having met some but not all requirements for the diploma and having chosen to end their formal school experiences.

Performance Requirements for Program Completion

581-22-231 (1) Student transcripts shall record demonstration of minimum competencies necessary to:

(a) Read, write, speak, listen;

(b) Analyze;

(c) Compute;

(d) Use basic scientific and technological processes;

(e) Develop and maintain a healthy mind and body;

(f) Be an informed citizen in the community, state, and nation;

(g) Be an informed citizen in interaction with environment;

(h) Be an informed citizen on streets and highways;

(i) Be an informed consumer of goods and services;

(j) Function within an occupation or continue education leading to a career.

(2) The local board shall by 9-1-76 adopt and make available to the community minimum competencies it is willing to accept as evidence students are equipped to function in the society in which they live. Students need not develop all competencies within the formal schooling process. Schools shall provide necessary instruction for those who need it. The local district shall identify performance indicators used for competency verification.

(3) The local district may alter performance indicators for competencies or the local board may declare a policy for granting waivers to substitute competencies appropriate to unique needs and abilities of individual students.

Attendance

581-22-232 (1) Twelve school years, beginning with grade one, of planned educational experience shall be required, except as local boards adopt policies providing early or delayed completion of all state and local program, credit and performance requirements.

(2) Local boards may adopt policies to allow credit by examination or allow credit for off-campus experiences.

(3) Local boards are encouraged to adopt policies allowing individual program completion in more or less than twelve school years.

(4) In any modification of the attendance requirements for graduation, the administrator shall consider age and maturity of students, access to alternative learning experiences, performance levels, desires of parents or guardians, and local board guidelines.

Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums

581-22-234 Local districts are encouraged to develop elective offerings providing students opportunities to earn a minimum ten elective units of high school credit. As indicated in OAR 581-22-226(2), however, the minimum number of elective units of credit may be altered if the local district increases the number of required units of credit. These electives shall be structured in terms of identified student needs for diverse experiences in vocational, scientific, fine arts, modern language and humanities education.

Local District Responsibility for Implementation

581-22-236 Each local district enrolling students in grades 9 through 12 shall implement the competency component of its graduation requirements as follows:

(1) Establish minimum competencies and performance indicators beginning with the graduating class of 1978;

(2) Certify attainment of competencies necessary to read, write, speak, listen, analyze and compute beginning with the graduating class of 1978;

(3) Certify attainment of all competencies beginning not later than with the graduating class of 1981.

Administration

Operating Policies and Procedures

581-22-238 Each local district shall keep rules adopted pursuant to ORS 332.107 and operating

policies and procedures, and shall make such information available upon request.

Personnel Policies

581-22-241 (1) Each local district shall maintain personnel policies including, but not confined to, the following:

(a) An affirmative action plan assuring equal employment opportunities;

(b) Position descriptions, job requirements and evaluation procedures for all personnel;

(c) A liaison system between the local board and its employees.

(2) Personnel policies shall be provided to all school employees and made available to the public.

Equal Educational Opportunities

581-22-242 Each local district shall provide equal educational opportunities for all students under any educational program or activity the Board administers or authorizes. Students shall have equal opportunity to participate in programs and equal access to facilities:

(1) Regardless of national origin, race, religion, sex, marital status or family financial condition (this standard not intended to modify attendance boundaries nor to limit placement by race in legally approved programs of desegregation);

(2) Regardless of age or handicap, except when either age or handicap can be shown to conflict with legal limits or the requirements of a program;

(3) Regardless of primary or home language other than English.

Records and Reports

581-22-244 Each local district shall complete and forward promptly all reports the Department requires.

Bonded Employees

581-22-246 Each local district shall cause all employees responsible for funds, fees, or cash collections to be covered under a board-approved bond.

Accounting of Funds

581-22-248 (1) Student activity funds and other fee or cash collections shall be examined annually by a local board-approved, independent accountant.

(2) The local district shall adopt policies defining "student activity funds" and prescribe specific purposes for which each such fund may be used.

(3) "Student activity funds" shall be used only for purposes described by local district policies adopted in compliance with this rule.

Evaluating Student Transcripts

581-22-251 In evaluating student transcripts, the administrator shall:

(1) Accept satisfactory 9th grade attendance and satisfactorily completed units of 9th grade credit from a standard Oregon junior high school on the same basis as when completed in a four-year Oregon high school;

(2) Accept minimum competencies, credits and attendance completed in a standard Oregon school as if they had been earned in the administrator's own district;

(3) For out-of-state transfer students:

(a) Accept units of credit and attendance completed in standard secondary schools as if the requirements had been completed in this state;

(b) Determine which local district minimum competencies the student must demonstrate to meet the district requirements for graduation;

(4) For students from a private, alternative, or nonstandard public secondary school:

(a) Determine the value of credits;

(b) Determine which local district minimum competencies the student must demonstrate to meet the requirements for graduation;

(c) Determine the number of years of school attendance or equivalent;

(5) Determine grade placement for elementary students enrolled in grades kindergarten through 8;

(6) Determine the value of credits obtained through correspondence courses as applicable to meeting state and local requirements for graduation;

(7) Determine the value of credits obtained in an approved community college program as applicable toward meeting state and local requirements for graduation.

Required Days of Instruction

581-22-252 Each local district shall schedule and provide an annual school year consisting of a minimum 175 days of actual classroom instruction (time students are present for a major portion of a scheduled school day, engaged in learning experiences related to district goals and under guidance of teachers). Up to five days of temporary closure due to extraordinary conditions may be counted toward the 175 days, subject to the Superintendent's approval.

Student Services

District Guidance and Counseling

581-22-254 Each local board shall by 9-1-76 approve a district guidance and counseling program to support the educational development of each student by:

(1) Developing goals including but not limited to:

(a) Developing decision-making skills,

(b) Obtaining information about self,

(c) Understanding opportunities and alternatives available in educational programs,

(d) Setting tentative career and education goals,

(e) Accepting increasing responsibility for one's actions,

(f) Developing skills in interpersonal relations,

(g) Utilizing school and community resources;

(2) Identifying individual guidance needs in relation to Goals in OAR 581-22-201 and goals in (1) of this rule;

(3) Specifying instructional, guidance and counseling activities utilized in achieving guidance goals;

(4) Assigning guidance responsibilities to each school;

(5) Defining the rationale to be used for assigning teachers, counselors or other specialists;

(6) Coordinating programs in grades kindergarten through 12;

(7) Specifying methods for program evaluation.

School Guidance and Counseling

581-22-256 Each school guidance and counseling program shall by 9-1-76 be based on a written plan:

(1) Specifying goals including but not limited to those assigned in the district program;

(2) Specifying staff assignments in accordance with the rationale in the district program;

(3) Providing counseling assignments consistent with certification rules;

(4) Identifying instructional, guidance and counseling activities used to achieve guidance goals.

Student Records

581-22-258 Each local board shall adopt a policy which:

(1) Conforms to statutes for access to and dissemination of information in student records;

(2) Provides for maintaining permanent student records to include:

(a) Full name of student,

(b) Student birth date,

(c) Parents'/guardians' names,

(d) Date of entry into the school,

(e) Name of school previously attended,

(f) Subjects taken,

(g) Marks received and/or credits earned,

(h) Attendance,

(i) Date and reason for leaving school,

(j) Such additional information as the district may prescribe;

(3) Provides for the permanent record to be retained in a minimum one-hour fire-safe place in the school, the local district or intermediate education district office, or for keeping duplicate permanent records in a safe depository outside the building;

(4) Provides for transferring student progress records to another educational institution upon receipt of notice of enrollment;

(5) Provides for transferring behavioral records to another educational institution only upon request of the student's parents, guardian, or the student if 18 or over.

Health Services

581-22-261 Each local district shall by 9-1-76:

(1) Develop a plan identifying health services needed by and provided for students enrolled in its schools;

(2) When employing school nurses, assure qualifications include an Oregon nursing license to practice as a registered nurse.

Staff & Class Load

Certificated Personnel

581-22-262 Each local district shall employ teachers and administrators who hold valid Oregon certificates and shall assign them in accordance with each person's certificate.

Teacher Aides

581-22-264 A local district employing teacher aides shall follow Board rules relating to teacher aides.

Daily Class Size

581-22-266 Each local district shall establish class sizes at all grade levels and in all instructional areas considering curriculum content, instructional method, needs of students, and expected learning outcomes of a particular class.

Media & Materials

Media Centers

581-22-268 Each local district shall by 9-1-76 provide in each school a center offering organized media services and materials consistent with district program and course goals. This center shall be located appropriately to serve needs of the instructional program and staff shall be assigned consistent with certification rules.

Materials Selection and Purchase

581-22-271 Each local district shall by 9-1-76 establish procedures for selecting and purchasing instructional materials.

Equipment Purchase

581-22-272 Each local district shall by 9-1-76 establish procedures to coordinate evaluating and

purchasing instructional equipment to insure quality and compatibility of equipment with needs of teachers and students.

Facilities

Facilities

581-22-274 Each local district shall provide site and building environments appropriate for the district instructional and support program activities and for human physical needs.

Furniture, Equipment, Materials

581-22-276 Each local district shall provide equipment and materials to support programs and activities to implement district goals.

Building Program and Plans

581-22-278 (1) Each local district shall obtain Department approval of the district:

(a) Building program to include planned and projected school population, grade levels served, nature of immediate neighborhood and greater community, educational philosophy, policy regarding community involvement and use of school facilities, activities to be accommodated by both building and site, desirable relationships between various activities, the desired character of the school and its educational outcomes;

(b) Preliminary drawings—to scale, clear, accurate—describing proposed construction or remodeling work by means of floor plans, elevation drawings, sectional drawings, and site plans describing project scope, size, shape, configuration, fenestration, and general interrelationships of building elements, and relationship of building mass to site and site development;

(c) Outline specifications indicating general scope of project and types of structural, mechanical and lighting systems, building materials, exterior and interior finishes, and site development particulars.

(2) Each local district shall subsequently obtain Department approval of working drawings and specifications (architectural contract documents) clearly, accurately and completely describing proposed construction.

Safety

Emergency Plans and Safety Programs

581-22-280 Each local district shall be responsible for management of a current comprehensive employee-student emergency plan and safety program for all departments and programs under its jurisdiction.

Safety Inspection Practices

581-22-282 Each local district shall conduct and document regularly scheduled safety inspections of all property under its jurisdiction.

Accident Prevention In-Service

581-22-284 Each local district shall conduct an accident prevention in-service program for all employees.

Accident Reporting Systems

581-22-286 Each local district shall maintain an accident reporting system for accidents on district property, or involving employees, students or visiting public.

Safety Devices

581-22-288 All schools shall provide necessary safety devices and instruction for their use for students and adults.

Auxiliary Services

Pupil Transportation Services

581-22-292 Pupil transportation provided at local district expense shall comply with applicable statutes and Board rules.

Bus Inspection and Maintenance

581-22-294 Buses shall be constructed, equipped, maintained, and inspected in accordance with applicable statutes and Board rules.

School Bus Drivers

581-22-296 School bus drivers shall possess a valid Oregon School Bus Driver's License and shall comply with applicable statutes and Board rules.

School Food Services

581-22-298 Local districts operating reimbursed student food service programs shall comply with Board and State Health Division rules.

Custodial Services

581-22-300 Buildings and grounds shall be maintained to provide conditions conducive to health and safety of all persons.

SELECTED OREGON REVISED STATUTES & ADMINISTRATIVE RULES RELATED TO MINIMUM STANDARDS

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ADMINISTRATION AND FINANCING

ORS 326.051	Requires the State Board to establish state standards for public schools after having considered the goals of modern education and the requirements of a sound comprehensive curriculum. Requires the Board to adopt rules for the general governance of the schools to prescribe minimum or required courses of study; and to adopt rules regarding school and interschool activities, such rules to prohibit discrimination.
ORS 327.006	Among other definitions, defines "standard school" as a school meeting standards set by the rules of the State Board of Education.
ORS 327.010	Requires that the Basic School Support Fund shall be used exclusively for the improvement and support of standard elementary and secondary schools and to equalize educational opportunity.
ORS 327.103	Declares schools to be standard until found deficient; states conditions under which BSSF apportionments shall be withheld from a district; specifies actions to be taken by a district found deficient.
ORS 327.125	Requires the Superintendent of Public Instruction to administer provisions of ORS 327.006 to 327.133 and authorizes the State Board of Education to adopt and promulgate necessary rules not inconsistent with the provisions.
ORS 328.205	Authorizes school districts to contract bonded indebtedness for specified purposes. Bonded indebtedness in districts having nonstandard or conditionally standard schools shall additionally be subject to approval by the Superintendent of Public Instruction.

PROGRAMS

ORS 336.015	Provides that the last Friday in April shall be known as Arbor Day and that district boards shall see that activities are conducted to encourage preservation and improvement of trees and the natural environment.
ORS 336.025	Provides that the fourth Friday in October shall be known as Frances E. Willard Day and that time during school hours on that day shall be devoted to appropriate instruction and commemorative activities.
ORS 336.035	Requires district boards to see that courses of study prescribed by law and rules of the State Board of Education are carried out, and provides for exceptions. Also authorizes district boards to establish courses of education concerning venereal disease, with certain stipulations.
ORS 336.057	Provides that courses of instruction in the United States Constitution shall begin not later than the opening of grade 8 and continue through grade 12.

ORS 336.067	Requires public schools to give special emphasis to instruction in honesty, morality, courtesy, obedience to law; respect for all humans; humane treatment of animals; effects of tobacco, alcohol and narcotics upon the human system, and other specified moral and ethical lessons. Also requires the Superintendent of Public Instruction to prepare an outline with suggestions and to incorporate it in the courses of study for all public schools.
ORS 336.072	Requires instruction and drill for emergency situations (at least 30 minutes in each school month in grades 1 through 8 on fire dangers and drills). Also requires the Superintendent of Public Instruction to prepare a course of instruction on fire dangers and drills.
ORS 336.074	Requires all instruction to be conducted primarily in English except for foreign languages and for non-English speaking pupils for specified purposes.
ORS 336.079	Requires that specific courses to teach speaking, reading and writing shall be provided for children unable to profit from classes conducted in English.
ORS 336.175	Authorizes district boards to utilize educational experiences offered through public and private community agencies, to include work experience programs conducted on a contractual basis with employers.
ORS 343.221	Requires district boards to provide special education for children who require such education or to make certain other arrangements for their education when more feasible to do so.

STUDENT RECORDS

ORS 336.195	Requires that all student records maintained by a school shall be confidential, and specifies persons and agencies that may have access to such records and under what conditions.
ORS 336.205	Provides that any category of student records specifically designated as confidential pursuant to ORS 336.195 shall not be deemed a public record for the purposes of ORS 192.005.
ORS 336.215	Authorizes schools to transfer all of a student's progress records to another school or educational institution upon notice of the student's enrollment in the other school or institution.
ORS 339.240	Requires the State Board to prepare and promulgate minimum standards for student conduct and discipline and for rights and procedures pertaining thereto; requires district boards to adopt and distribute rules to comply with those minimum standards.
ORS 339.250	Requires pupils to comply with school rules, pursue required studies, etc.; authorizes district boards to discipline, suspend or expel refractory pupils and states sufficient causes for such actions; specifies the maximum period of time for an expulsion.
ORS 339.410	Provides that pupils under eight years of age may be dismissed after school attendance of four hours; also, that these pupils shall be allowed recesses so that classroom time does not exceed three and one-half hours daily.

TEACHERS AND TEACHER AIDES

ORS 342.120 — Defines "teacher aide" as a noncertificated person employed by a school district or intermediate education district whose assignment consists of and is limited to assisting a certificated teacher in accordance with rules of the State Board.

ORS 342.155 — Authorizes school districts to employ teacher aides and intern teachers subject to rules of the State Board.

ORS 342.173 — Provides for forfeiture of state basic school support funds due any district in the amount paid as salary to any noncertificated or improperly assigned teacher or administrator, unless such assignments are made with justification satisfactory to the Teacher Standards and Practices Commission.

ORS 342.608 — Requires school boards to fix working hours including provision for a 30-minute duty-free lunch period; provides for noncompliance penalty; exempts one- and two-teacher schools from the requirement.

ORS 342.850 — Requires an annual evaluation of performance for each teacher; prescribes procedures; specifies nature and use of personnel files and the teacher's rights related thereto.

TEXTBOOKS

ORS 337.120 — Provides that, with exceptions given by ORS 337.141, district boards with assistance of teachers and administrators shall select textbooks and other instructional materials from the state multiple choice approved list; specifies a two-year compliance routine and provides for authorized postponements.

The State Textbook Commission six-year adoption cycle (ORS 337.050) upcoming:

STATE ADOPTION MADE	LOCAL DISTRICTS IMPLEMENT	SUBJECTS	EFFECTIVE DATES
November 1976	1977-78 and 1978-79 school years	Business Education Driver Education Foreign Languages Health Mathematics Science	7/1/77 to 7/1/83
November 1978	1979-80 and 1980-81 school years	Homemaking Music Social Studies	7/1/79 to 7/1/85
November 1980	1981-82 and 1982-83 school years	Language Arts *(Dictionary, Handwriting, Language, Literature, Reading, Spelling, English Handbook, Journalism, Mass Media, Speech, Theater Arts, and Correlated Language Arts)*	7/1/81 to 7/1/87
November 1982	1983-84 and 1984-85 school years	Business Education Driver Education Foreign Languages Health Mathematics Science	7/1/83 to 7/1/89

ORS 337.141	Permits local districts to adopt and use textbooks in place of or in addition to those adopted by the State Board of Education provided they meet the guidelines and criteria established by the State Board. Districts under 20,000 average daily membership, however, must first get approval of the State Board.
ORS 337.150	Requires district boards to provide prescribed or authorized textbooks for free use by pupils in grades one through eight and permits free use of such textbooks for students in grades nine through twelve. Where textbooks are not provided in 9-12, district boards shall require parents to provide textbooks as a condition of attendance, except the board shall loan books to indigent pupils.
ORS 337.260	Requires selection of textbooks on American history and government which adequately stress the services rendered by those who achieved our national independence, who established our constitutional form of government and who preserved our federal union. Also requires respect for all people be reflected in the textbooks adopted by the State Board.

MISCELLANEOUS

ORS 332.190	Authorizes district boards to request the Commissioner of Labor to inspect any buildings under their jurisdiction and specifies procedures.
ORS 336.630	Requires each district board to cause United States and Oregon flags to be displayed upon or near each school building during school hours, subject to weather.
ORS 339.420	Provides that upon application of a parent or guardian (or the pupil if he or she has reached the age of majority) a pupil may be excused for periods of not more than 120 minutes in any week to attend weekday schools giving instruction in religion.
ORS 343.125 .135 .145	Authorizes school districts, on or before July 1, 1977, to make a child development specialist available to pupils enrolled in elementary schools; provides for state reimbursement for costs; and requires the State Board of Education to establish guidelines for implementation.
ORS 433.255 .260 .263 .267 .269 .273 .275	Provides for excluding from school persons with or exposed to communicable disease and conditions for returning to school; requires every child between five and 14 years of age to show proof of immunization against communicable diseases pursuant to rules of the Health Division, with certain exceptions; requires local health departments to provide immunizations free of charge to children unable otherwise to acquire them; and requires the school administrator of any school to refuse to enroll any pupil until immunization requirements are met.

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SAFETY

ORS 326.051 336.072 654.	Emergency Plans and Safety Programs 581-22-280
ORS 336.072 479. 654.	Safety Inspection Practices 581-22-282
ORS 336.072 654.	Accident Prevention In-Service 581-22-284
ORS 654. 655. 656.	Accident Reporting Systems 581-22-286
ORS 654.	Safety Devices 581-22-288

AUXILIARY SERVICES

ORS 326.051 327.035 328.470 330.780 332.107 .405 .415 .425 .427 .435 .437 .445 335.090 339.030 485.010 .025 .030 .050 .060 OAR 581-23-040 -53-010	Pupil Transportation Services 581-22-292
ORS 326.051 481. 483. OAR 581-53-008 -505 -510 -515 -520 -525 -530	Bus Inspection and Maintenance 581-22-294

ORS 326.051 482. 484. 487. OAR 581-53-005 -015	School Bus Drivers 581-22-296
ORS 326.051 327.520 .525 431.110 .130 433.255 447.020 624.100 OAR 581-51-040 -045 -050 -055 -060 -065 -070 -075 333-36-030 -032 -034 -036 -038 -040 -042 -044 -046 -048 -050 -052 -054 -056 -058 -060 -062 -064 PL 79-396, as amended PL 89-642, as amended Section 32, Agricultural Act, August 24, 1935; Section 416, Agricultural Act, 1949	School Food Services 581-22-298
ORS 431. 654.	Custodial Services 581-22-300